

# What Does Freedom Look Like?

#PROJECTWRITE

Week One July 13-17

Monday, July 13	Tuesday, July 14	Wednesday, July 15	Thursday, July 16	Friday, July 17
<b>The Power of the Word</b>	<b>Find your Inspiration</b>	<b>I Declare</b>	<b>I Declare, publicly</b>	<b>Relaxed Day</b>
<i>Guiding Question: How will you share your voice?</i>	<i>Guiding Question: How do images and words work together?</i>	<i>Guiding Question: How do words and pictures make an argument?</i>	<i>Guiding Question: Why do individuals from the past and today want their voices heard?</i>	<i>Guiding Question: Who do we see in the people, images, and text throughout the park?</i>
<p>9 AM <b>Musical Greetings</b></p> <p>10:30 AM <b>Franklin Court Printing Office.</b></p> <p>11:00 AM Break</p> <p>11:15 AM <b>Writing Workshop.</b> (11:15-11:30)            ● <b>Mini-Lesson:</b> Portfolio expectations and norms for Writing Workshop and social media (11:30-12:15)            ● <b>Writing time</b></p> <p>12:15 <b>Writing Celebration</b>            Students share musical greeting songs</p>	<p>9 AM <b>Comment Lesson</b></p> <p>9:15 AM <b>Ben Franklin Museum</b>            Students create a script and perform PSA's</p> <p>11:00 AM Break</p> <p>11:15 AM <b>Writing Workshop</b> (11:15-11:30)            ● <b>Descriptive Review Lesson</b> (11:30-12:15)            ● <b>Mini-lesson:</b> Explain a "Mission"            ● <b>Writing time</b></p> <p>12:15 <b>Writing Celebration</b>            Students share work-in-progress</p>	<p>9 AM <b>Write4Change on Big Screen</b></p> <p>9:15 AM <b>Declaration House with Thomas Jefferson</b>            Thomas Jefferson gives a mini-lesson on argument using the Declaration of Independence as the example text. Students 'read' an exhibit considering the ways the placement of objects tells a story. Students begin writing personal declarations</p> <p>11:00 AM Break</p> <p>11:15 AM <b>Writing Workshop</b> (11:15-11:30)            ● <b>Descriptive Review</b> (11:30-12:15)            ● <b>Mini-lesson:</b> Take a Line for a Walk            ● <b>Writing time</b></p> <p>12:15 <b>Writing Celebration</b>            Students share work-in-progress (Dismiss from Declaration House)</p>	<p>9 AM <b>Preparations</b> for public reading of works in the People's Plaza</p> <p>9:15 AM Proceed to security checkpoint for Independence Square</p> <p>9:30 AM Visit the <b>Great Essentials</b> exhibit to see the original documents</p> <p>9:45 AM <b>Tour Independence Hall</b></p> <p>10:45 AM <b>Public reading of works in the People's Plaza</b></p> <p>11:15 AM <b>Writing Workshop</b> (11:15-11:30)            ● <b>Writing time</b></p>	<p>9 AM <b>Images and Blog on big screen</b></p> <p>9:15 AM <b>Faces &amp; Places in the Park</b>            Students take landscape photographs of the park over which they layer images of themselves.</p> <p>11:00 AM Break</p> <p>11:15 AM <b>Writing Workshop</b> (11:15-11:30)            ● <b>Mini-Lesson:</b> Digital Writing            ● <b>Writing time</b></p> <p>12:15 <b>Writing Celebration</b>            Students share work-in-progress</p>
<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Introduce yourself on Write4Change</li> <li>● Write for at least 30 minutes.</li> <li>● Take a "selfie" every day using a timer that you're willing to share with the group. If you have access to the internet, email the photos to Bethany. Post on Write4Change.</li> </ul>	<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Write for at least 30 minutes.</li> <li>● Make a list of 10 things you care deeply about and post on Write4Change</li> <li>● Get to Know Your Neighborhood. Make it a point to walk around, and shoot ten images of the area where you live that you're willing to share with the group. If you have access to the internet, email the photos to Bethany. Choose 1 photo to post on Write4Change</li> </ul>	<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Write for at least 30 minutes.</li> <li>● Participate on Write4Change</li> <li>● Take at least 5 close-up "macro" photos that you're willing to share with the group. If you have access to the internet, email photos to Bethany. Choose 1 photo to post on Write4Change.</li> </ul>	<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Write for at least 30 minutes.</li> <li>● Participate on Write4Change</li> <li>● Take at least 5 photos of images that represent freedom that you're willing to share with the group. If you have access to the internet, email the photos to Bethany. Choose 1 photo to post on Write4Change</li> </ul>	<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Write for at least 30 minutes.</li> <li>● Participate on Write4Change</li> <li>● Take at least 5 photos of images that represent fear that you're willing to share with the group. If you have access to the internet, email the photos to Bethany. Choose 1 photo to post on Write4Change</li> </ul>

Week Two July 20-24

Monday, July 20	Tuesday, July 21	Wednesday, July 22	Thursday, July 23	Friday, July 24
<b>Race, Gender and Power</b>	<b>Eastern State Penitentiary</b>	<b>Storytelling in the Park</b>	<b>A House Divided/A Nation Divided</b>	<b>Celebration of Writing &amp; Art</b>
<i>Guiding Question: How are issues of power affected by language and images?</i>	<i>Guiding Question: How do language and images influence our emotions?</i>	<i>Guiding Question: What's your universal?</i>	<i>Guiding Question: What does freedom look like?</i>	
<p>9 AM <b>View Images and Blog.</b></p> <p>9:15 AM <b>Tour Todd and Bishop White Houses</b> Discussion of race, gender and power issues in the 18<sup>th</sup> century community. Tour topics include yellow fever, and the roles of women and people of color during the yellow fever epidemic.</p> <p>11:00 AM Break</p> <p>11:15 AM <b>Writing Workshop</b> (11:15-11:30) ● <b>Descriptive Review</b> (11:30-12:15) ● <b>Mini-lesson</b> ● <b>Writing time</b></p> <p>12:15 <b>Writing Celebration</b> Students share work-in-progress.</p>	<p>9 AM <b>View Images and Blog.</b></p> <p>Text rendering of Dickens article on Eastern State Penitentiary</p> <p>9:45 AM <b>Travel</b> to Eastern State Penitentiary on SEPTA bus.</p> <p>10:30 AM <b>Tour of Eastern State Penitentiary.</b></p> <p>11 AM <b>Facilitated dialogue</b> about incarceration issues</p> <p>11:30 AM <b>Photography and writing</b> in ESP.</p> <p>12:15 <b>Reconvene and share</b> Students share work-in-progress.</p> <p>Dismiss from Eastern State Penitentiary</p>	<p>9 AM <b>View Images and Blog.</b></p> <p>9:15 AM <b>Polishing Work</b></p> <p>11 AM <b>Storytelling</b></p> <p>● <b>Mini-lesson</b> Portrait writing</p> <p>12:15 <b>Writing Celebration</b> Students share work-in-progress.</p> <p><b>GOAL:</b> Literary Magazine done</p>	<p>9 AM <b>View Images and Blog.</b></p> <p><b>4 Posters Conversation</b> Read position statement and speech from Avenging the Ancestors; 'silent' conversation about the different perspectives.</p> <p>10 AM <b>Liberty Bell and President's House</b> Students take photos that represent key concepts in American History like 'liberty', 'freedom', and 'equality'.</p> <p>11:00 AM Break</p> <p>11:15 AM <b>Writing Workshop.</b> (11:15-11:30) ● <b>Descriptive Review</b> (11:30-12:15) ● <b>Mini-lesson</b> ● <b>Writing time.</b></p> <p>12:15 <b>Writing Celebration</b> Students share work-in-progress.</p>	<p>9 AM <b>View Images and Blog.</b></p> <p>Final compilation of writing portfolios.</p> <p>Preparation for Celebration</p> <p>10:00 AM <b>Poe House</b></p> <p>10:45 AM <b>Two Sentence Scary Stories</b></p> <p>12:15 PM <b>Lunch</b> Students may bring a lunch or enjoy some pizza courtesy of Project Write. Everyone stays in the building for lunch.</p> <p>1:15 PM <b>Greet families</b></p> <p>1:30 PM <b>Writing Celebration with Speaker</b></p>
<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Write for at least 30 minutes.</li> <li>● Participate on Write4Change</li> <li>● Take at least 5 photos that consider incarceration that you're willing to share with the group. If you have access to the internet, email the photos to Bethany. Choose 1 photo to post on Write4Change.</li> </ul>	<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Write for at least 30 minutes.</li> <li>● Participate on Write4Change.</li> <li>● Select 5 photos from all that you've taken so far to include in the literary magazine.</li> <li>● Select two pieces that you've written so far to include in the literary magazine - you will have time to work on them tomorrow.</li> </ul>	<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Write for at least 30 minutes.</li> <li>● Participate on Write4Change</li> <li>● Make sure that your writing portfolio is nearing completion.</li> <li>● Take at least five photos of yourself from a reflection that you're willing to share with the group. If you have access to the internet, email the photos to Bethany. Choose 1 photo to post on Write4Change.</li> </ul>	<p><b>Homework assignment:</b></p> <ul style="list-style-type: none"> <li>● Write for at least 30 minutes.</li> <li>● Participate on Write4Change.</li> <li>● Make sure that your writing portfolio is complete and email to Abby.</li> <li>● Practice your reading for the Writing Celebration tomorrow.</li> </ul>	

### **Expectations for production over course of 2 weeks:**

- Maintain writer's notebook as a place to store writing ideas.
- Create portfolio including (but not limited to):
  - Declaration
  - 2 INHP blog posts
  - 1 piece of your choice (can be historical fiction, 3-4 poems, short story, essay)
  - Mission on [Youth Voices](#)
  - A piece of digital writing, like:
    - A [Thinglink](#) incorporating video, audio, and writing
    - A 1-minute iMovie incorporating student's photos and writing.
  - A collection of photos you've taken over the course of the 2 weeks.

From your portfolio, you will choose:

- 2 submissions to the literary magazine
- 1 submission for the Scholastic Art & Writing Awards